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ABSTRACT

This report provides demographic information about students attending the 82 New York Networks for School Renewal (NYNSR) founding schools in the 1995-96 school year and compares them to students in non-NYNSR New York City public schools. It also describes the location, number, size, and grade levels of NYNSR schools. The NYNSR project is a joint effort of four school reform organizations who came together to leverage school reform in the New York City system. These organizations are the New York Association of Community Organizations for Reform Now, the Center for Collaborative Education, the Center for Educational Innovation, and New Visions for Public Schools. The project began in January 1995 with a $25 million Challenge Grant from the Annenberg Foundation. This report, which is one of a series of outcome reports to be prepared by the Institute for Education and Social Policy, relies largely on demographic and data outcomes collected by the New York City Board of Education. Their data indicate that overall the NYNSR founding schools serve a population of students quite similar to those of the non-NYNSR schools, although NYNSR schools serve higher percentages of Black and Hispanic students and students eligible for free lunch, and fewer Asian students than the school system as a whole. NYNSR schools served about 29,000 students in 1995-96. NYNSR schools serve an elementary school population that is somewhat lower in performance than the non-NYNSR school population. NYNSR students appear not to perform as well as their counterparts in the middle grades, although they are similar in reading achievement, and in high school the NYNSR schools serve more students at higher performance levels. NYNSR schools are not evenly distributed throughout the city, but are concentrated in Manhattan. Because the information on which the report is based comes from school-level data, it is not possible to examine the characteristics of different subgroups, although this will be an eventual aim of the project evaluation. Two appendixes provide information about data sources and a list of the NYNSR schools. (Contains 3 tables and 14 graphs.) (SLD)

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ED 419 853

NEW YORK NETWORKS FOR SCHOOL RENEWAL

An Annenberg Foundation Challenge for New York City

WHO WE ARE

STUDENTS AND SCHOOLS IN THE NYNSR PROJECT, 1995-96

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A Report of the
New York Networks for School Renewal (NYNSR) Research Collaborative

JULY 1997

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NEW YORK NETWORKS FOR SCHOOL RENEWAL

Initiated by a five-year, $25 million Annenberg Foundation challenge grant being matched by other contributors, New York Networks for School Renewal is developing and nurturing a rapidly increasing number of small public schools in New York City that are now offering quality education to nearly 50,000 students of highly diverse backgrounds. Linking these schools in networks, the project seeks to empower school practictioners, parents and students in ways that lead to greater student achievement and school accountability.

Project Sponsors

ACORN
(N.Y. Association of Community Organizations for Reform Now)
Center for Collaborative Education
Center for Educational Innovation
New Visions for Public Schools

Iris Morales, *Director*

NYNSR Research Collaborative

Institute for Education & Social Policy, New York University
Center for Puerto Rican Studies at Hunter College
National Center for Restructuring Education, Schools, and Teaching at Teachers College, Columbia University
Lang College, The New School for Social Research
Graduate Center, City University of New York

The NYNSR Research Collaborative will issue a series of reports from 1997 through 2001 about various aspects of the NYNSR Project.

WHO WE ARE *was prepared by*

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NEW YORK NETWORKS FOR SCHOOL RENEWAL

An Annenberg Foundation Challenge for New York City

WHO WE ARE

STUDENTS AND SCHOOLS IN THE NYNSR PROJECT, 1995-96

A Report of the
New York Networks for School Renewal (NYNSR) Research Collaborative
JULY 1997

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WHO WE ARE

STUDENTS AND SCHOOLS IN THE NYNSR PROJECT, 1995-96

TABLE OF CONTENTS

EXECUTIVE SUMMARY

I. THE PROJECT AND ITS SPONSORS 1

II. THE EVALUATION 3

The Research Collaborative

The Outcomes Study

III. WHO ARE THE NYNSR STUDENTS? 6

Demographic Characteristics

Special Student Populations

Reading and Math Performance

IV. CHARACTERISTICS OF NYNSR SCHOOLS 14

Grade Organization

School Size

Distribution of NYNSR Elementary and Middle Schools Across Boroughs

Distribution of NYNSR High Schools Across Superintendencies

V. DISCUSSION 19

GRAPHS

Percent of NYC Public School Students in NYNSR and non-NYNSR schools by:

- Race/Ethnicity *(Figures 1a, 1b, 1c)*
- Gender *(Figures 2a, 2b, 2c)*
- Eligibility for Free Lunch *(Figure 3)*
- Designation as Special Education *(Figure 4)*
- Designation as Limited English Proficient *(Figure 5)*
- Reading and Math Performance *(Figures 6a, 6b, 6c)*

Average Registers of NYNSR and non-NYNSR Schools *(Figure 7)*

Number of NYNSR Elementary and Middle Schools in Community School Districts *(Figure 8)*

TABLES

Number of Founding NYNSR Schools by grades served during 1995-96 *(Table 1)*

Average and Total Registers - Founding NYNSR Schools and Non-NYNSR Schools *(Table 2)*

Number of Schools and Enrollment, by Superintendencies, for NYNSR and Non-NYNSR High Schools *(Table 3)*

APPENDICES

Appendix I: Notes about data sources 21

Appendix II: NYNSR schools and grades served 23

EXECUTIVE SUMMARY

This **WHO WE ARE** report provides demographic information about students attending New York Networks for School Renewal (NYNSR) founding schools in the 1995-96 school year and compares them to students in non-NYNSR New York City public schools. It also describes the location, number, size and grade levels of NYNSR schools. The schools included in this report are the 82 NYNSR founding schools—those schools that were part of the project when it began in 1995-96. Subsequent reports will include the approximately 40 additional schools that have been added to the project since its inception.

The NYNSR project is a joint effort of four school reform organizations who came together to leverage systemic reform throughout the New York City school system. These organizations—the NYNSR sponsors— are the New York Association of Community Organizations for Reform Now (ACORN), the Center for Collaborative Education (CCE), the Center for Educational Innovation (CEI) at the Manhattan Institute, and New Visions for Public Schools. The project began in January 1995 with a $25 million Challenge Grant from the Annenberg Foundation.

In July 1996, the NYNSR project contracted with New York University's Institute for Education and Social Policy (IESP) to conduct an evaluation of the NYNSR project in cooperation with a group of other researchers and research organizations. These organizations, called the Research Collaborative, include: Teachers College's National Center for Restructuring Education, Schools and Teaching, and researchers at the CUNY Graduate Center, the Center for Puerto Rican Studies at Hunter College, and the New School for Social Research.

This report, prepared by the Institute for Education and Social Policy (IESP), is one of a series of outcomes reports IESP will produce as part of the NYNSR evaluation. IESP's outcomes study relies largely on extant demographic and outcomes data collected and maintained by the New York City Board of Education. This report is based on Board of Education school-level data.

Overall Findings

Analysis of the 1995-96 data indicates that NYNSR founding schools are serving a population of students that is quite similar to the population of students in the non-NYNSR New York City public schools; but NYNSR schools are serving higher percentages of black and Hispanic students and students eligible for free lunch.

NYNSR schools served about 29,000 students in 1995-96, a population larger than an average Community School District in New York City. NYNSR schools serve students at all grade levels and in four of the five boroughs in New York City.

Racial/Ethnic Composition

NYNSR elementary schools are serving about the same percentage of black students, a considerably larger percentage of Hispanic students, and considerably fewer white, Asian and other students than the school system as a whole.

NYNSR schools serving middle grades have proportionately more black and Hispanic students — and fewer white, Asian and other students — than the school system as a whole.

Among those schools serving high-school grades, NYNSR and non-NYNSR schools are more similar in racial/ethnic composition than are students in NYNSR and non-NYNSR schools at the elementary and middle school levels. But NYNSR high schools serve somewhat more black and Hispanic high school students — and fewer white, Asian and other students — than non-NYNSR New York City public high schools.

Gender Composition

The gender compositions of NYNSR and other public schools are comparable at the elementary and middle school levels, where approximately half of the students are male and half are female. At the high school level, however, NYNSR schools have a slightly higher percentage of female students, whereas non-NYNSR schools have an even split of male and female students.

Student Performance

The NYNSR elementary student population includes somewhat more low performing students (based on standardized test scores) than the non-NYNSR elementary school population.

At the middle school level, the NYNSR students appear to be lower performing in mathematics than students in non-NYNSR schools, but very similar in reading achievement.

At the high school level, the NYNSR student population includes more higher performing students than the population in non-NYNSR high schools.

Students Designated as Requiring Special Education or Limited English Proficient

The percentage of students who are designated as requiring special education or Limited English Proficient (LEP) is lower at NYNSR schools than at non-NYNSR schools. It is unclear, however, whether NYNSR schools are actually serving fewer LEP or special education students or whether NYNSR schools are using different policies and practices for designating students as LEP or requiring special education. This issue is being further explored through a survey of NYNSR school directors.

Location of NYNSR Schools

The NYNSR schools are not evenly dispersed throughout the city. More NYNSR schools are in Manhattan than in any other borough, with the highest concentration of elementary and middle schools in Community School Districts 3 and 4. This may be due to local Community School District policies about creating new schools, or it may also reflect different policies about student recruitment and enrollment. IESP is conducting additional analyses which compare NYNSR schools to different subgroups of non-NYNSR schools to explore this issue.

The information in this report is based on school-level data. Therefore data could not be disaggregated to examine the characteristics of different subgroups

of students, such as entering students, as against those students who have been in schools for different periods of time. As part of the evaluation, IESP is constructing a student-level data base of all students in NYNSR schools, to examine the characteristics of performance of specific groups of students. These data will allow IESP to report longitudinally on attrition, mobility and stability of NYNSR students, as well as to examine graduation rates, drop-out rates and performance on standard achievement measures.

In addition, IESP is identifying—in cooperation with the New York City Board of Education— a comparison group of schools with student populations similar to NYNSR students. IESP will conduct analyses comparing the progress and performance of students in NYNSR and non-NYNSR schools over time.

WHO WE ARE *provides demographic information about students attending New York Networks for School Renewal (NYNSR) schools in the 1995-96 school year and compares them to students in non-NYNSR New York City public schools. It also describes the location, number, size and grade levels of NYNSR schools in 1995-96, the first year of a five-year project. Data included in this report are for the 82 NYNSR founding schools — those schools that were part of the project when it began in 1995-96. Subsequent reports will include the approximately 40 additional schools that have been added to the project.*

I. THE PROJECT AND ITS SPONSORS

The five-year New York Networks for School Renewal (NYNSR) project began in January 1995 with a $25 million Challenge Grant from the Annenberg Foundation. The project is an outgrowth of school reform work by four organizations, the New York Association of Community Organizations for Reform Now (ACORN), the Center for Collaborative Education (CCE), the Center for Educational Innovation (CEI) at the Manhattan Institute, and New Visions for Public Schools. These organizations — the NYNSR sponsors — had been working separately on a common set of initiatives: small schools, choice, school-based budgeting, greater school autonomy, school-based forms of accountability, and collaborative decision-making. As sponsors of the NYNSR project, they brought together their individual efforts to achieve a broader goal — leveraging systemic reform throughout the New York City school system.

Project Sponsors

- New York Association of Community Organizations for Reform Now (ACORN)
- Center for Collaborative Education
- Center for Educational Innovation at the Manhattan Institute
- New Visions for Public Schools

The sponsors work together in collaboration with the New York City Board of Education, the New York City Schools Chancellor, the United Federation of Teachers, and the Mayor's Office. There is also regular consultation with communities, parents and policy-makers.

The sponsors bring together both established and newly created schools into voluntary networks. The NYNSR project hypothesizes that these networks will function as mechanisms of support and will help hold members of schools accountable for school achievement, fiscal integrity and equity. In addition, NYNSR works with the Chancellor and the Board of Education to develop a

Learning Zone to provide schools with the flexibility necessary to advance educational innovation.

The NYNSR project's intentions are: 1) to bring to scale the effort in New York City to create a critical mass of small effective schools that equitably serve the full range of New York City children so that they model a public school norm rather than an anomaly; 2) to influence the public school system to become more systematically supportive of such schools; and 3) to test the proposition that small schools that work together voluntarily will produce higher levels of achievement and equity. The NYNSR project seeks to produce schools and networks within the New York City public school system that receive and exercise substantial decision-making authority over personnel, budget and instruction, to better meet the specific needs of students.

II. THE EVALUATION

The Research Collaborative

In July 1996, the NYNSR project contracted with New York University's Institute for Education and Social Policy (IESP) to conduct an evaluation of the NYNSR project in cooperation with a group of other researchers and research organizations. The group, called the Research Collaborative (RC), includes: Teachers College's National Center for Restructuring Education, Schools, and Teaching (NCREST); and researchers at the CUNY Graduate Center, the Center for Puerto Rican Studies at Hunter College, and the New School for Social Research. The Institute for Education and Social Policy coordinates the Research Collaborative's work.

The Research Collaborative, working with the project sponsors and participating school practitioners, agreed on the following questions as the focus of the evaluation:

- Who are the students in the NYNSR schools? What is the nature of their academic achievement? Are they achieving as well as — or better or worse than — comparable students in other New York City public schools? What are the costs of the NYNSR effort? What are the equity considerations?
- What policies and practices contribute to the development of NYNSR schools and networks (including school-level practices, network practices, and district/city/state policies)? How have they contributed to the development and functioning of schools and networks? What policies and practices support or impede the development and functioning of NYNSR schools and networks? How have they promoted or hampered school and network development?
- Has NYNSR been implemented as planned? Has NYNSR realized its educational goals?
- To what extent, and how, have the institutions that collaborated to endorse the NYNSR project (including Community School Districts, the New York City Board of Education, High School Districts, the New York State Education Department, and other partners) carried out their commitments to the project?

To address these questions, the Research Collaborative has designed an inquiry consisting of three components: implementation, outcomes and participatory research.

The Outcomes Study

WHO WE ARE is one of a series of evaluation reports IESP is producing as part of the overall outcomes study. Because the NYNSR project includes a sizable number of students, staff and schools, we want to make information available to the city's education community about the students served by these schools as well as how these students are achieving in comparison to students in other schools. The outcomes study will report data that includes all schools participating in this initiative and compare this data with those of the other New York City public schools.

The four purposes of the overall outcomes study are:

- to provide demographic data about students and schools participating in the NYNSR project;
- to assess how representative the students and schools in the NYNSR effort are of the larger New York City public school system;
- to report on the progress of schools and students participating in the NYNSR project; and
- to compare the outcomes for students and schools participating in the NYNSR project with those of non-NYNSR students and schools.

WHO WE ARE, the first report of the outcomes study, relies largely on extant demographic and outcomes data collected and maintained by the New York City Board of Education. All data presented in this report are for the 1995-96 school year, the first year for which individual Building-District-School (BDS) codes were established for a substantial number of the new, small, or restructured schools in the NYNSR roster of schools.

As part of the outcomes study, IESP has constructed two databases. The first, a school-level database, contains aggregate data for each school in the project. It is

used to describe student demographics and some outcomes of NYNSR schools and to compare them to non-NYNSR schools. The second, a student-level database, contains longitudinal, unit-record data for each student in the entering class of students. It is used to study issues such as student mobility and comparative achievement. A fuller discussion of data sources, the structure of New York City Board of Education data files, and the limitations of the existing data are included in Appendix I.

III. WHO ARE THE NYNSR STUDENTS?

How do they compare to students in other New York City public schools?

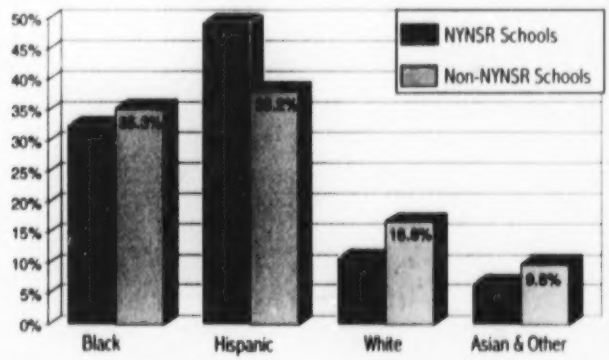
WHO WE ARE uses six key characteristics to describe students. These include race/ethnicity, gender, free-lunch eligibility, special education status, limited English proficiency, and performance on standardized reading and mathematics tests. Comparisons are presented between students attending NYNSR and non-NYNSR schools. All data are for the 1995-96 school year.

Demographic Characteristics

Figures 1a, 1b and 1c present summaries of race/ethnicity characteristics of students in NYNSR and non-NYNSR schools.

Figure 1a:
Percent of NYC Public School Students in Race/Ethnicity Categories, 1995-96
(Elementary Schools)

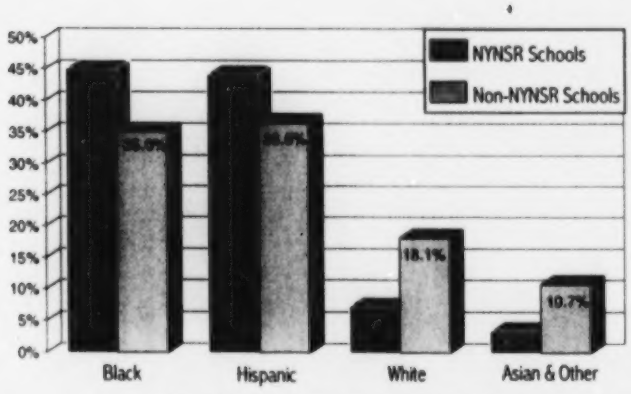
NYNSR elementary schools serve about the same percentage of black students, a larger percentage of Hispanic students, and fewer white, Asian and other students than non-NYNSR schools.



Source: NYC Board of Education Annual School Report Data, 1995-96

Schools Serving Elementary Grades

NYNSR elementary schools serve about the same percentage of black students, a larger percentage of Hispanic students, and fewer white, Asian and other students than non-NYNSR schools. *Figure 1a* shows that about one-third (32.7%) of the 5,775 students in NYNSR elementary schools are black, almost half (49.5%) are Hispanic, 11 percent are white, and about 7 percent are "Asian or other." In non-NYNSR elementary schools, the student population is demographically somewhat different. Slightly more than one-third (35.3%) of the 502,427 students are black, 38.2 percent are Hispanic, 16.8 percent are white, and about 10 percent are Asian or other.



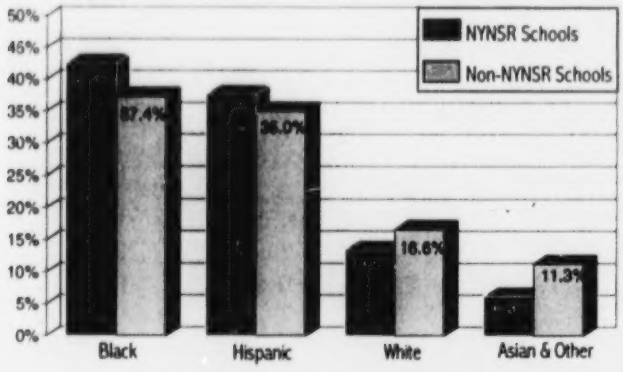
Source: NYC Board of Education Annual School Report Data, 1995-96

Figure 1b:
Percent of NYC Public School Students in Race/ Ethnicity Categories, 1995-96
(Middle Schools)

NYNSR schools serving middle grades have proportionately more black and Hispanic students — and fewer white, Asian and other students — than non-NYNSR schools.

Schools Serving Middle Grades

NYNSR schools serving middle grades have proportionately more black and Hispanic students — and fewer white, Asian and other students — than non-NYNSR schools. Among those schools serving middle grades, NYNSR schools and non-NYNSR schools are quite different in terms of racial/ethnic composition. *Figure 1b* shows that almost half (45%) of the 7,943 students in NYNSR schools serving middle grades are black, and almost half (44.2%) are Hispanic. About seven percent are white, and about 4 percent are Asian or other. In non-NYNSR middle schools, about one-third (35.0%) of the 183,483 students are black, 36.5 percent are Hispanic, 18.1 percent are white, and about 11 percent are Asian or other.



Source: NYC Board of Education Annual School Report Data, 1995-96

Figure 1c:
Percent of NYC Public School Students in Race/ Ethnicity Categories, 1995-96
(High Schools)

NYNSR high schools serve more black and Hispanic students — and fewer white, Asian and other students — than non-NYNSR high schools.

Schools Serving High-School Grades

Among those schools serving high-school grades, NYNSR and non-NYNSR schools are more similar to each other in racial/ethnic composition than are students in NYNSR and non-NYNSR schools at the elementary and middle school levels. But NYNSR high schools serve more black and Hispanic students — and fewer white, Asian and other students — than non-NYNSR high schools. While 42.6 percent of the 11,449 students in NYNSR schools serving high school grades are black, 37.7 percent are Hispanic, 13.5 percent are white, and about 6 percent are Asian or other. In the non-NYNSR schools, about one-third (37.4%) of the 269,204 students are black, 35.0 percent of the students are Hispanic, 16.6 percent are white, and about 11 percent are Asian or other.

Figures 2a, 2b and 2c present the gender compositions of NYNSR and non-NYNSR schools.

Figures 2a, 2b:
Percent of Male and Female Students in NYC Public Schools, 1995-96
(Elementary & Middle Schools)

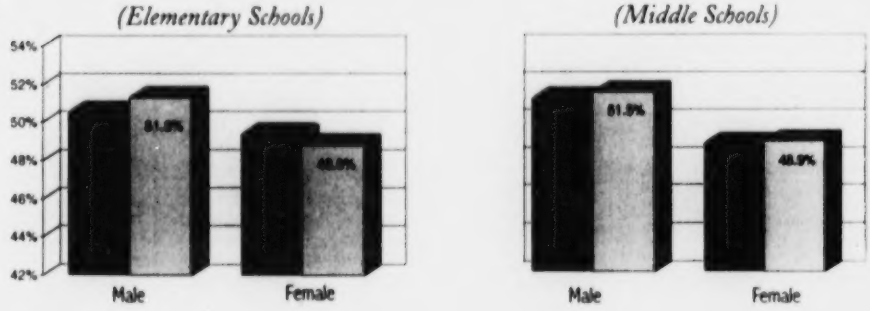
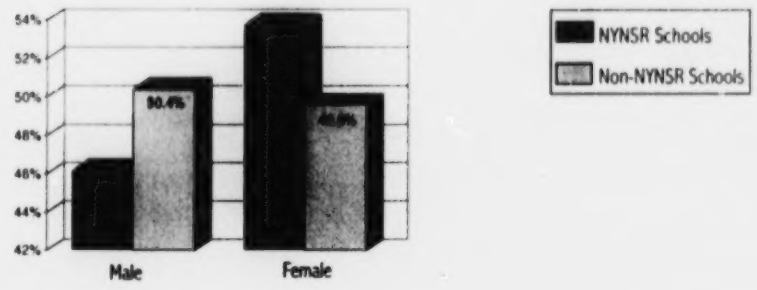


Figure 2c:
Percent of Male and Female Students in NYC Public Schools, 1995-96
(High Schools)

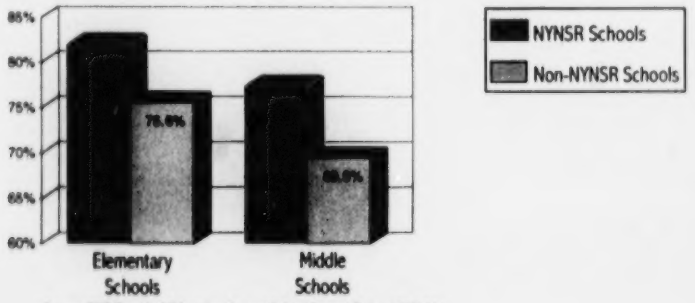


The gender compositions of NYNSR and non-NYNSR public schools are comparable at the elementary and middle school levels, where approximately half of the students are male and half are female. At the high school level, however, NYNSR schools have a slightly higher percentage of female students

Source: NYC Board of Education Annual School Report Data, 1995-96

The gender compositions of NYNSR and non-NYNSR public schools are comparable at the elementary and middle school levels, where approximately half of the students are male and half are female. At the high school level, however, NYNSR schools have a slightly higher percentage of female students, whereas the rest of the public high schools in New York City have an even split of male and female students. The NYNSR high schools are comprised of 53.8 percent female and 46.2 percent male students; the percentage of male and female students in the non-NYNSR public schools in New York City is fairly evenly split (50.4% and 49.6% respectively).

Figure 3 presents a summary of the students who are eligible for free lunch at the elementary and middle school levels of NYNSR and non-NYNSR schools. Eligibility for the federal free lunch program is used as a rough proxy for poverty. Due to low reporting rates, however, free lunch eligibility data are not useful for comparison purposes at the high school level.



Source: NYC Board of Education Annual School Report Data, 1995-96

Figure 3:
Percent of NYC Public School Students Eligible for Free Lunch, 1995-96
(Elementary & Middle Schools)

Most students in both NYNSR and non-NYNSR schools are eligible for free lunch, but the NYNSR schools have a higher percentage of free-lunch eligible students at both the elementary and middle school levels.

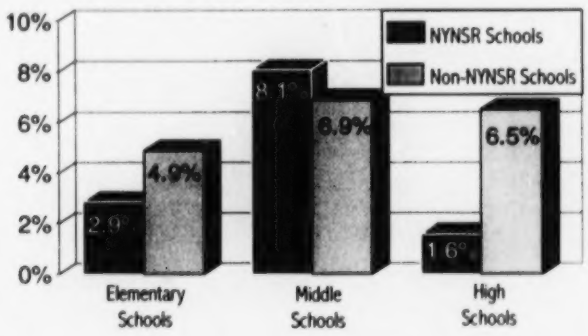
Most students in both NYNSR and non-NYNSR schools are eligible for free lunch, but the NYNSR schools have a higher percentage of free-lunch eligible students at both the elementary and middle school levels. At the elementary school level, 82.1 percent of the students in NYNSR schools are free lunch-eligible, compared to 75.6 percent in non-NYNSR schools. Similarly, at the middle school level, 77.5 percent of the students in NYNSR schools are free lunch-eligible, compared to 69.5 percent in non-NYNSR schools.

Special Student Populations

Figure 4 displays the distributions of students designated as requiring special education.

Figure 4:
Percent of NYC Public Schools Students Designated as Requiring Special Education, 1995-96

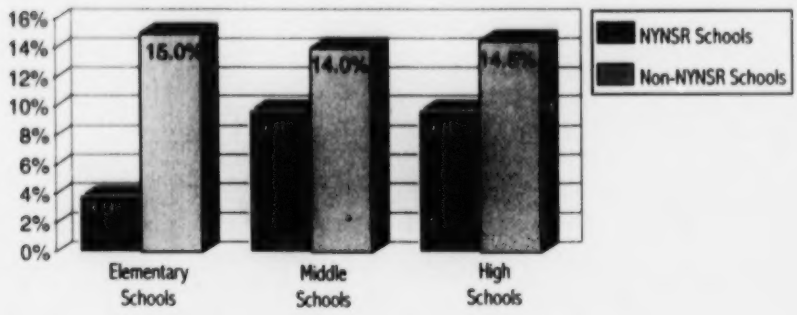
NYNSR schools serve fewer students designated as requiring special education at the elementary and high school levels — but more special education-designated students at the middle school level — than non-NYNSR schools.



Source: NYC Board of Education Annual School Report Data, 1995-96

NYNSR schools serve fewer students designated as requiring special education at the elementary and high school levels — but more special education-designated students at the middle school level — than non-NYNSR schools. At the elementary school level, 2.9 percent of the students in NYNSR schools are designated as requiring special education, compared to 4.9 percent of the students in non-NYNSR schools; at the high school level, 1.6 percent of the NYNSR students are designated as requiring special education, compared to 6.5 percent of the students in non-NYNSR schools. However, at the middle school level more NYNSR students are designated as requiring special education than in non-NYNSR schools — 8.1 percent compared to 6.9 percent.

Figure 5 displays the distribution of students who are designated as Limited English Proficient (LEP).



Source: NYC Board of Education Annual School Report Data, 1995-96

Figure 5:
Percent of NYC Public Schools Students with Limited English Proficiency, 1995-96

NYNSR schools serve fewer students designated as Limited English Proficient (LEP) at all levels than non-NYNSR schools.

NYNSR schools serve fewer students designated as Limited English Proficient (LEP) at all levels than non-NYNSR schools. At the elementary school level, 3.9 percent of the students in NYNSR schools are designated as LEP, compared to 15 percent in other New York City public schools. At the middle school level, 9.8 percent of the students in NYNSR schools are designated as LEP, compared to 14 percent in non-NYNSR schools; and at the high school level, 9.8 percent of the students are designated as LEP compared to 14.5 percent of the students in non-NYNSR schools.

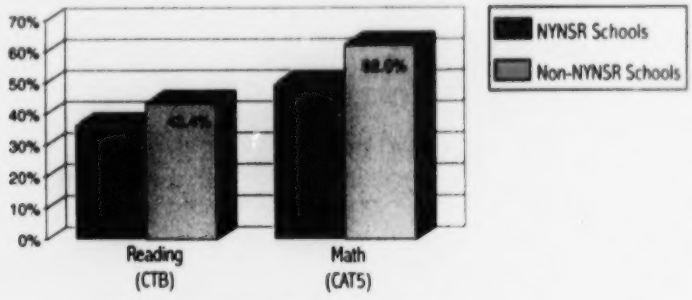
Reading and Math Performance

WHO WE ARE reports data on the performance of students in NYNSR and non-NYNSR schools on citywide reading and math tests and, at the high school level, on the Regents Competency Tests (RCTs) in reading and math. The intent is to provide additional information about students who attend NYNSR schools and how they compare to their non-NYNSR peers. This information is based on school-level data that include both entering students and students who have been in the schools for a period of time. Therefore, the data represent some combination of the achievement level of students who are entering NYNSR schools and those already attending NYNSR schools. The school-level data did not permit disaggregation of these groups. However, a future report on IESP's analysis of disaggregated student-level data will explore differences in performance.

Figures 6a, 6b, and 6c present the results of the 1995-96 CTB Reading and CAT5 Mathematics tests for NYNSR and non-NYNSR schools.

Figure 6a:
Percent of NYC Elementary School Students At or Above Grade Level, 1995-96
(Elementary Schools)

The NYNSR elementary student population includes more lower performing students than the non-NYNSR population.



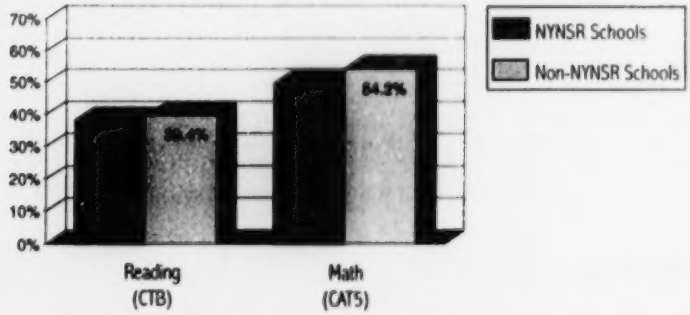
Source: NYC Board of Education Annual School Report Data, 1995-96

Schools Serving Elementary Grades

The NYNSR elementary student population includes more lower performing students than the non-NYNSR population. Specifically, *Figure 6a* shows that just over one-third of NYNSR elementary grade students (36.7%) were at or above grade level on the CTB reading test. About half of the NYNSR elementary grade students (49.8%) were at or above grade level in math on the CAT5 math test. Proportionately more students in the non-NYNSR schools were at or above grade level on both the reading and math tests (49.8% on the CTB reading test and 62.0% on the CAT5 math test).

Figure 6b:
Percent of NYC Middle School Students At or Above Grade Level, 1995-96
(Middle Schools)

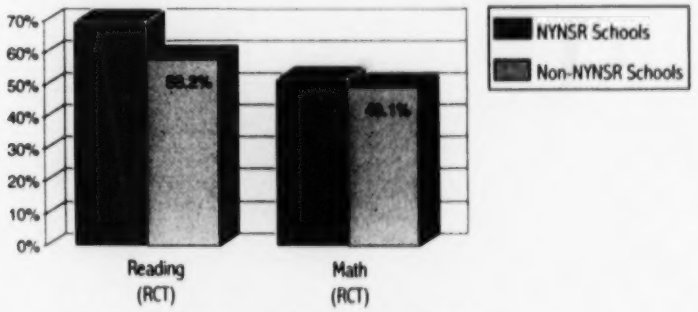
NYNSR students in the middle school grades appear to be lower performing in mathematics than students in other non-NYNSR schools, but very similar in reading achievement.



Source: NYC Board of Education Annual School Report Data, 1995-96

Schools Serving Middle School Grades

NYNSR students in the middle school grades appear to be lower performing in mathematics than students in other non-NYNSR schools, but very similar in reading achievement. *Figure 6b* indicates that 38.0 percent of NYNSR middle grade students were at or above grade level on the CTB reading test, while 49.3 percent were at or above grade level on the CAT5 math test. About the same proportion of students in non-NYNSR schools were at or above grade level in reading (39.4%), but more than half (54.2%) were at or above grade level in mathematics.



Source: NYC Board of Education Annual School Report Data, 1995-96

Figure 6c:
Percent of NYC High School Students Passing Regents Competency Tests, 1995-96

At the high school level, the NYNSR student population includes more students passing the RCT exam than the non-NYNSR student population.

Schools Serving High School Grades

At the high school level, the NYNSR student population includes more students passing the RCT exam than the non-NYNSR student population. Specifically, *Figure 6c* indicates that 70.5 percent of NYNSR high school students who took the reading RCT passed it, while 52.1 percent who took the math RCT test passed. Reading RCT results for non-NYNSR high school students were proportionately much lower (58.2% passed), but math RCT results were fairly similar (49.1% passed).

IV. CHARACTERISTICS OF NYNSR SCHOOLS

The analyses in this report are based on data for 82 NYNSR schools that were part of the NYNSR project in the 1995-96 school year. A number of additional schools have joined the NYNSR project during the 1996-97 school year; a total of 122 schools now participate in the NYNSR project. Subsequent outcome reports will include data from both founding NYNSR schools and these additional schools.

Grade Organization

Many of the 1995-96 schools were new or were formed within the facilities of larger schools, but now operate with their own administration, teachers, and students. *Table 1* presents the number of founding schools by grade organization.

Table 1: Number of NYNSR schools, by grades served during 1995-96

Type of School	*Range of Grades Served*	*Number of Schools*
Elementary Only	PreK - 6	20
Elementary & Middle	PreK - 8	1
Elementary, Middle and High	K - 10	1
Middle Only	5 - 9	16
Middle & High	6 - 12	14
High Only	9 - 12	30
Total Number Project Schools		**82**

The 1995-96 participating schools include 20 elementary schools, one school serving Pre-Kindergarten through 8th grade students, sixteen middle schools, and fourteen schools serving a combination of middle and high school students. One school serves students at all grade levels. Another 30 schools serve only high school students in grades 9-12[1]. Some high schools will add grades each year until they include all high school grades, while other high schools will add middle school students until they serve all middle and high school grades.

[1] For a list of each Founding NYNSR school and the grades they serve, see Appendix II.

School Size

Table 2 presents, by school level for NYNSR and non-NYNSR schools, the average student register (enrollment) and the total register for 1995-96. The school levels presented in *Table 2* are the traditional grade organizations: elementary, middle, and high schools. In order to make comparisons with non-NYNSR public schools, all data included in this report have been organized according to the three traditional grade organizations[2].

	NYNSR Schools*		Non-NYNSR Schools**	
	Average Register	*Total Register*	*Average Register*	*Total Register*
Elementary	321	5,775	778	502,427
Middle	361	7,943	927	183,483
High	294	11,449	1,965	269,204
Total		**25,167**		**955,114**

Register data do not include students in Citywide Special Education (District 75) or long term absentees.

*Note. Board of Education files did not contain 1995-96 student register data for one NYNSR elementary, one NYNSR middle school, and five NYNSR high schools.

**Note. Board of Education files did not contain 1995-96 student register data for three non-NYNSR elementary schools and nine non-NYNSR middle schools.

Table 2:
Average and Total Registers of NYNSR and Non-NYNSR Schools, 1995-96

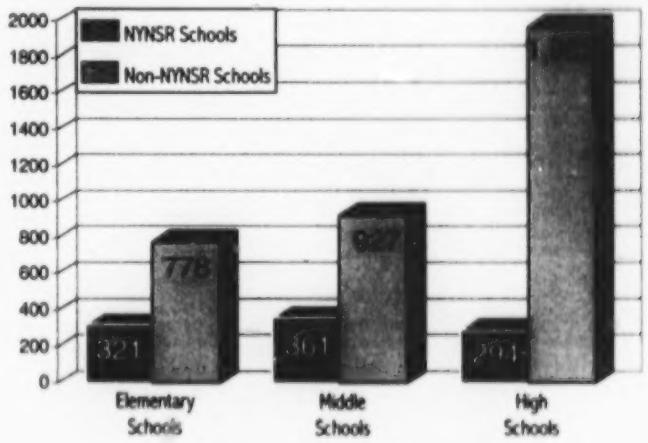
In 1995-96, NYNSR schools served about 29,000 students, which is larger than the size of an average Community School District in New York City.

In 1995-96, NYNSR schools served about 29,000 students, a population larger than the size of an average Community School District in New York City. NYNSR schools serve students at all grade levels and in four of the five boroughs of New York City. Disaggregated data were available for 25,167 of the students who attended the NYNSR schools in 1995-96. Because the data for a number of schools could not be disaggregated from larger school units, the number of students who attended NYNSR schools is actually greater. Based on information provided by the NYNSR project, approximately 4,100 additional students attended schools for which disaggregated data are not available. Thus, in 1995-96, the total number of students attending NYNSR schools was approximately 29,267.

[2] Eleven project schools that span grade levels are counted as separate elementary, middle, and high schools in IESP database files. For example, a school serving grade 7-12 students would be counted in the school-level data base as one middle-grades school and one high-school grades school. (See Appendix II) Students are always reported by grade level and are therefore not counted more than once.

Figure 7:
Average Registers of NYNSR and non-NYNSR Schools, 1995-96

NYNSR project schools are much smaller than non-NYNSR schools at every level of schooling, especially high school.



Source: NYC Board of Education Annual School Report Data, 1995-96

Figure 7 presents the average register for NYNSR and non-NYNSR schools. NYNSR project schools are much smaller than non-NYNSR schools at every level of schooling, especially high school. The average register for NYNSR high schools is less than 300 students, whereas the average register for all non-NYNSR high schools is almost 2,000 students. It should be noted that some NYNSR schools will continue to add students each year until they have a full complement of students. Thus, the average register of NYNSR high schools may eventually be larger than 300 students, but most likely will not exceed 400 students.

Distribution of NYNSR Elementary and Middle Schools Across Boroughs

Figure 8:
Number of NYNSR Elementary and Middle Schools, by Community School District, 1995-96

Most of the NYNSR elementary and middle schools are in Manhattan, with the highest concentrations in Community School Districts 3 and 4.

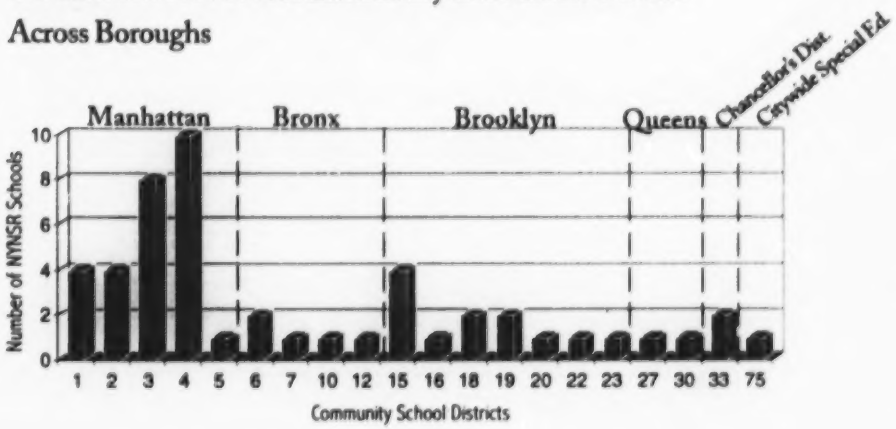


Figure 8 shows the distribution of NYNSR elementary and middle schools across four of the five boroughs. Most of the NYNSR elementary and middle schools are in Manhattan, with the highest concentrations in Community School Districts 3 and 4 (eight and ten schools respectively). Community School Districts 1 and 2 have four schools each. The only other district in the city with as many as four NYNSR schools is Community School District 15 in Brooklyn. All other districts have either one or two schools.

Distribution of NYNSR High Schools Across Superintendencies

Table 3 presents, by high school superintendency, the total number of high schools and total high school student enrollment for 1995-96 for NYNSR and all New York City public high schools.

	NYNSR High Schools*			All NYC High Schools		
Superintendency	*Number of Schools*	*Average Register*	*Total Register*	*Number of Schools*	*Average Register*	*Total Register*
Manhattan	8	353	1,765	34	1,400	47,586
Bronx	2	265	529	24	2,092	50,205
Brooklyn	4	411	1,643	26	2,037	52,970
Queens	2	220	440	33	2,164	71,403
BASIS**	2	151	301	22	2,142	47,128
Alternative	24	294	6,771	39	315	12,280
Total	**42**		**11,449**	**179**		**281,572**

*Note: Data was unavailable for 3 NYNSR high schools in the Manhattan superintendency, and one NYNSR high school in the Alternaative Superintendency.

**BASIS serves Staten Island and most of South Brooklyn.

Table 3:
Number of Schools, Average Register and Total Register, by Superintendency for NYNSR and All New York City High Schools for 1995-96

More than half of all NYNSR high school students attended schools in the Alternative High School Superintendency

Table 3 demonstrates that in 1995-96 there were 11,449 students in the 40 NYNSR schools that serve high school grades. In non-NYNSR schools, there were 281,572 students in 179 schools. Although citywide only a small proportion of high school students attended schools in the Alternative Superintendency (12,280, 4.4%), more than half of all NYNSR high school students (6,771 or 59.1%) attended schools

in this Superintendency. The next largest group of NYNSR high school students attended schools in the Manhattan Superintendency. Within the Alternative Superintendency, schools are located within four of the five boroughs: twelve in Manhattan, five in the Bronx, four in Brooklyn, and three in Queens. About half of the students attending schools in the Alternative Superintendency are attending schools in Manhattan.

Table 3 also shows the average register of NYNSR high schools. The average registers of these schools, ranging from 151 to 411 students, are in sharp contrast to other borough-based NYC public high schools which have average registers ranging from 1,400 to 2,164 students. Average total registers for the Alternative high schools, like NYNSR high schools, are much smaller.

Comparisons of students attending NYNSR schools with students attending different kinds of New York City public high schools (e.g., zoned or educational option) will be presented in a subsequent report.

V. DISCUSSION

As stated previously, the percentage of students who are designated as Limited English Proficient (LEP) or requiring special education is lower at NYNSR schools than at non-NYNSR schools. It is unclear, however, whether the NYNSR schools are actually serving fewer LEP students or students requiring special education, or whether NYNSR schools are using different policies and practices for designating students as requiring special education or LEP and serving them in different types of educational programs.

It is unclear whether the NYNSR schools are actually serving fewer LEP students or students requiring special education, or whether NYNSR schools are using different policies and practices for designating students as requiring special education or LEP and serving them in different types of educational programs.

To address these issues, the Institute has designed a survey for administration to a random sample of NYNSR school directors. Whenever patterns in the data present questions or inconsistencies, IESP will investigate the underlying issues..

The NYNSR schools are not evenly dispersed throughout the city; more NYNSR schools are in Manhattan than in any other borough. This concentration may be due to varying Community School District policies about initiating schools and encourging school choice, or it may reflect different polices about student recruitment and enrollment. IESP is conducting additional analyses which compare NYNSR schools to different subgroups of non-NYNSR schools to explore this issue.

Since all the information presented in this report is based on school-level data, the data could not be disaggregated to examine the characteristics of different groups of students. For example, the performance on reading and math tests of entering students, as against students who have been in NYNSR schools for different periods of time, could not be disaggregated.

As part of the evaluation design, IESP is constructing a student-level database of all students in NYNSR schools, to examine the characteristics and performance of discrete groups of students. These data will allow IESP to report longitudinally on the attrition, mobility and stability rates of NYNSR students, as well as to examine graduation and drop-out rates and performance on standard achievement

IESP is constructing a student-level database of all students in NYNSR schools, to examine the characteristics and performance of specific groups of students. These data will allow IESP to report longitudinally on the attrition, mobility and stability rates of NYNSR students, as well as to examine graduation and drop-out rates and performance on standard achievement measures.

measures. In addition, IESP is identifying — in cooperation with the New York City Board of Education — a comparison group of schools with similar student populations. Using the NYNSR student database and the comparison group, IESP will conduct analyses comparing the progress and performance of students in NYNSR and non-NYNSR schools over time.

APPENDIX I:

Notes About Data Sources for the School-Level Database

The New York City Board of Education manages the reporting of school data centrally and assigns a unique Building-District-School (BDS) identification code to each school. Thus the Board of Education is able to track and assign data to particular schools and identify multiple units (schools) within a single facility.

All New York City public schools, except those in Citywide Special Education, fall under the jurisdiction of one of three organizational entities: a Community School District, the Division of High Schools, or the Chancellor's District. Several separate divisions at the central Board of Education maintain school data; one unit maintains elementary and middle school data, while another unit maintains high school data. Data for schools serving grades 9 through 12 is managed by the Division of High Schools (now the Division of Student Support Services), while Community School District data is managed by the Office of Student Information Services and the Division of Assessment and Accountability. In the past, very few Community School Districts opened high schools. Starting in the early 1990s, however, some new small schools initiated by Community School Districts also served high school grades. Data management for these schools is still in flux.

For a variety of reasons, several NYNSR schools are still formally treated as programs, and therefore have no unique BDS code in the Board of Education's data systems. This creates at least three reporting limitations within the NYNSR evaluation's school-level database. First, for some schools data are entirely missing or are not disaggregated from a larger facility. As of the writing of **WHO WE ARE**, five NYNSR founding schools have not been assigned a unique BDS identification code and are therefore not included in the NYNSR evaluation school-level database[1]. For example, the data for NYNSR's Business Leadership Institute at

[1] The 1995-96 data sources recognize approximately 85% of the NYNSR founding schools. Data are missing from our school-level database for the following schools because their student data were not disaggregated from their larger school buildings: Community Service Academy, Muscota New School, New Program at PS 261, Rockaway New School, Business Leadership Institute at South Shore High School and Urban Academy. The data from Schomberg and Forsythe campuses of Satellite Academy are also not available disaggregated, but since these students are included in the Satellite Academy-Chambers report, they are counted in all summary calculations.

South Shore High School (BLISS), which serves approximately 15% of the school's student body, is not disaggregated and is not included in the NYNSR school database.

Second, data for certain grades within NYNSR schools cannot be disaggregated. For example, middle school students who attend Eastside Community High School are aggregated within another non-project school entity. Thus, we have data for grades 9-12 for Eastside, but not grades 7-8.

Third, there are a number of schools that have multiple BDS codes and are therefore counted as separate schools. For example, The Children's School, a school which draws general education and special education students from Community School District 15 and also draws special education students from Citywide Special Education, has its data stored under two BDS codes. However, when this report presents aggregate data summarized across grade levels, Children's School students are counted as one student body.

APPENDIX II:

NYNSR Founding Schools by grades served, 1995-96 academic year

Schools with lower grades

Grades Served		School Name
K	4	Beginning with Children
K	6	Bronx New School
K	6	Brooklyn New School
PreK	6	Central Park East I
PreK	6	Central Park East II
K	2	Early Childhood Center
PreK	6	Earth School
K	5	Family Academy in PS 76
1	4	Harbor Academy for Science and the Arts
K	6	Jonas Bronck/Clearpool Academy
PreK	6	Lower East Side School
PreK	5	Luis Munoz Marin Elementary (P.S. 314)
K	5	Manhattan School for Children
K	6	Muscota New School
PreK	5	Neighborhood School
K	5	New Program at P.S. 261
PreK	5	P.S. 245
PreK	6	River East
K	6	Rockaway New School
PreK	4	The Children's School

Schools with middle grades

Grades Served		School Name
5	8	Center School
6	8	Columbus Academy
6	8	Community Service Academy
6	8	Computer School
6	8	Crossroads School
7	8	Isaac Newton School for Math & Science
7	9	Julia De Burgos School
6	8	Lola Rodriguez de Tio (I.S. 162)
6	8	Manhattan East
6	8	Margaret Douglass
6	9	Oceanhill-Brownsville Secondary School
6	8	Rafael Cordero JHS/I.S. 302
6	8	School for Academic & Athletic Excellence
6	8	Science School
6	8	The NYC Museum School
7	8	Zora Neale Hurston Academy

Other

Grades Served		School Name
K	8	Mohegan School
K	10	Renaissance School

Schools with middle and high grades

Grades Served		School Name
7	12	Academy of Environmental Studies
7	12	Benjamin Banneker Academy
7	12	Bridges to Brooklyn / Brooklyn College Academy
7	12	Central Park East Secondary School
7	11	Eastside Community HS
7	12	Frederick Douglass Academy
7	11	Institute for Collaborative Education
7	12	Legacy School for Integrated Studies
7	12	Robert F. Wagner Jr. Institute for Arts & Technology
6	12	School for the Physical City
7	12	School of the Future
6	11	The Brooklyn School for Global Studies
7	10	Thurgood Marshall Academy for Learning and Social Change
7	12	University Heights High School

Schools with high grades

Grades Served		School Name
9	12	Beacon HS
9	11	Bronx Coalition Community School for Technology
9	12	Brooklyn International HS
9	12	Business Leadership Institute @ South Shore HS
9	12	Coalition School for Social Change
9	12	El Puente Academy for Peace and Justice
9	12	Fannie Lou Hamer Freedom HS
9	11	Health Opportunities HS
9	12	High School for Redirection
9	12	International HS
9	12	John V. Lindsay Wildcat Academy
9	10	Kingsborough High School
9	11	Landmark High School
9	12	Local 1199 School for Social Change
9	12	Manhattan International HS
9	12	Manhattan Village Academy HS
9	12	Metropolitan Corporate Academy
9	12	Middle College HS at Laguardia
9	12	Middle College HS at Medgar Evers
9	11	New School for Arts and Sciences
9	12	Public School Repertory Company
9	12	RFK Community HS
9	12	Satellite Academy Schomburg, Bronx
9	12	Satellite Academy, Chambers
9	12	Satellite Academy, Forsythe
9	12	Science Skills Center for Science, Technology & the Arts
9	11	The Leadership School
9	12	Urban Academy
9	12	Vanguard High School
9	11	Wings Academy

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